

THE CONCORDIENSIS.

VOL. II.

SCHENECTADY, N. Y., FEBRUARY, 1879.

No. 5.

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SCHENECTADY, N. Y., FEBRUARY, 1879.

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THE CONCORDIENSIS.

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LITERARY.

SONNET

TO

'Tis not for fame wherewith I do indite,
Nor yet, for that poor vanity—applause,
Which men will seek in every phrase they write,
To be the author of some quoted clause.
Whatever beauty dawn upon my page,
To please the eye, or fascinate the mind—
To smooth out care, or blameless grief assuage,
Emboss it, but leave the name behind:
I give the gold dust of my leisure thought,
Shook from the moments of a treasured post;
If from its siftings thou can'st gather aught
Of valued ore—a gift, it is thou hast—
While I, the sheaf of praise come not to reap
But that my verse may teach a maid to weep.
E -- '82.

TO OCTAVIA.

Too soon will love's fair summer close,
And thou and I, Octavia, far apart,
May dream upon this dainty rose,
Which I have plucked and set upon thy heart.
Ah! wilt thou ever pause the while
To look, or muse upon the broken stem,
Where now love's apt and courteous smile,
Clips off for thee its temporary gem?
So when I take thy hand, and press
A last farewell,—lips pay their last adieu;
Wilt thou receive love's fond caress,
And only smile and wonder, "Is he true?"
Deem not, when I am gone, fair maid,
Thy heart-thoughts are alone; there will remain
'Round this old hall and vernal shade'
The repetition of some loved refrain.
Perchance the echo of some rhyme,
Which I have framed and sung to please thine ear,

Will visit the in after-time;
 And in my absence wilt thou hold it dear?
 O'er every path and wonted place,
 Where we have whiled the ev'ning's pleasant hour,
 Will come the likeness of a face,
 E'en his, who crops for thee this fragrant flow'r.

So when, excluded from thy light,
 If in thy bosom a reflection tell
 The secret that I ask to-night;
 Love's messenger will find me where I dwell.

But ah! dear girl, it will not be
 Love's crown, beneath the summer's crescent moon,
 E'en tho' the wish of memory
 Would wing thee back to this delightful June.

Pause in thy thought, in silence ask
 Why breathing out my once familiar name,
 Would make thee mindful of this task,
 Our last adieu, thine innocence of shame.

Then may'st thou wander back to where
 We parted, 'neath the apple's pendent boughs,
 And whisper to thyself, still fair:
 "O could I hear again those earnest vows!"

While I, perchance, may drift alone,
 Or leave my foot-prints on some foreign strand,
 Time, moulding my warm heart to stone,
 May bid me hail no more my native land.

Nor strike again love's tuneless chords,
 Save to some measure of relaxive verse;
 When I may dream on thy last words,
 Which made my hopeful bosom love's sad hearse.

I tomb thine image in my love;
 But know, fair maiden—faithless heart—
 Thy suitor comes no more to prove
 The theme thou hast so rudely set apart.

Thy charm of smiles, thy grace bestow
 On him who filches from my heart its core;
 But dreams of wealth and outward show
 May prove as hopeless shadows—nothing more.

Then look, where lo! love's violet
 Survives its emblem of departed years;
 The blush upon its petals set,
 Long faded for the want of a few tears.

Breathe thou upon its ashen cup,
 And thou hast shattered every brittle leaf;
 But ah! take not its fragments up,
 Thou may'st expose some living root of grief.

Around the ruin left alone,
 Thou may'st discern the frail anemone;
 But many a weed hath over-grown
 The blossoms of that girlish memory.

Poor youth—he may be worthy then
 To trellis up love's long neglected vine;
 But where among the tide of men,
 Wilt thou arrest the look no longer thine?

Borne on the breast of fortune's wave,
 Perchance; or by some providential wind,
 A fame may lodge upon love's grave,
 To gild those recollections left behind.

The wanton breeze may seem to bring
 A voice to thee—the voice of former days;
 But ah! nor blossom time of spring,
 Nor smiling moon, nor nature's melodies,

Will greet that being long estranged
 From each endearment hung around this vale;
 Nor wish, nor waiting find unchanged,
 The phantom mem'ries of love's olden tale.

Nor from thy vine-clad window gaze
 Upon the last rich beams that brush the hill;
 There watching, as in other days,
 His coming—for, sweet maid, he never will.

Nor snowy neck, nor azure cyne,
 Nor that fresh beauty of thy girlish face,
 Will bring him back to whisper "Mine,"
 Among this shades of the old time and place.

Farewell! till on some zephyr borne
 From distant climes, thou may'st receive a dove;
 Read then my death, and take the thorn
 Which, years ago, was set upon my love.

E,—'82.

THE FACTS IN THE CASE.

A controversy which has already occupied the pages of three successive issues of the *CONCORDIENSIS*, and which is now protracted even to a fourth, must have a subject of surpassing interest to enable it to make such claims on the reader's patience. Under these circumstances we would scarcely have ventured to ask for a second audience on the subject, if we had not felt it necessary, in justice to our former position, to correct certain grave misstatements in regard to it contained in the article on "Science and the Classics," of the January issue.

In criticizing the position taken by the author of "Modern Education" we ventured to affirm that his arguments in favor of a scientific, as opposed to a classical course,

were invalid. He now declares that he advanced no arguments in favor of any system exclusively, and that he did not attempt to set up any definite course of studies. But that such was his intention was, at least, a fair inference from his former statement. To quote: "Though it cannot be claimed that the scientific course has been perfected, yet it can candidly be demonstrated as best fulfilling the proper functions of a baccalaureate course." Surely, we thought, such a broad statement calls for demonstration and is but the prelude to it. We may have been mistaken, but this certainly appeared to us the thesis which our opponent was prepared both to establish and to defend in the article in question. And, with this belief, we labored to show that the proposition so emphatically laid down was erroneous. This we tried to do by showing that in the essential elements of a liberal education the scientific method is deficient. Our counter-statement, which we did not think irrelevant, was simply: The scientific course fulfills but imperfectly, as compared with the classical system, the proper functions of a baccalaureate course.

We seem to have been equally unfortunate in a second regard. When we pointed out the relation of classical studies to modern life, our aim was merely to show the progressive character of this class of studies. This character we had thought impugned in the statement that while progress had marked the course of society and science, one definite system of education had continued, so that a uniform development did not exist. But we did not intend to claim that this intimate relation between ancient and modern thought, (though far more intimate than the connection between scientific research and modern life,) constitutes the chief reason for the retention of the classical course. And we further protest against the very mistaken notion that we base our argument for the established methods on the desirability of

acquaintance with the ancient classics. This is a secondary advantage, which, it is possible, can be attained through translations. And if this were all that could be claimed for one side, we should willingly yield to our opponent's arguments and to the authority of the great Dr. Emerson.

But as the case stands, we must still endeavor to maintain our ground against the imposing dignity of the latter and the logical strength of the former. The foremost advantage which we claimed for classical study was the mental discipline which study secures, and the practical advantages which the discipline involves. The argument is merely this: Discipline being in our view the chief object of liberal education, and that course which best assures this discipline being found, the next question is with what advantages of knowledge gained and information applied is this course attended? So that the main object of our digression had been to point out the advantage, profit, and general relation to modern life and practice of classical studies.

All this was, of course, apart from their more important function as educational agents. This brings us again to the most important and, as it appears, the most vexed question of all that have been raised in this discussion.

It is the old question of culture against practical education, or, to speak more correctly, of mental training against mental stuffing. Here another radical misconception of our meaning is apparent in the stricture of our critic. It was not maintained in "The Battle of the Books" that culture and intelligence are convertible terms. But we used culture as synonymous with mental discipline, and if we erred, we at least erred with a great authority—no less than Noah Webster himself. "Culture," says that authority, "is enlightenment and discipline acquired by mental training."

And that this is the current use of the term when speaking of educational systems, the works of all modern writers on the subject sufficiently prove.

Accepting this definition, we must condemn as erroneous the conclusion that culture gives elegance, grace and finish, but not power. Mental discipline certainly is power, and by educators of every stamp is recognized as a far greater power than that which springs from the mere possession of facts. The very argument which our opponent brings up to prove this question, if it proves anything, rather militates against him. If uneducated men raise themselves to the highest position by their force of character, it is rather because their mind needs no development to make it great, a statement which can hardly be regarded as a safe guide in education for ordinary men; and besides, if such geniuses were lacking in culture, they were still more deficient in the mere possession of knowledge. But the argument in any case is faulty. In the first place it proves too much; for it tends to show the uselessness of any form of education whatever; it is suicidal, as directed against every kind of learning alike. In the second place it is fallacious, belonging, indeed, to that very common species of fallacy which tacitly assumes that one example proves the rule and that one exception invalidates the rule. For is it not by the very rarity of its occurrence that the acquisition of power by untutored men attracts our attention? For one example of a self-made man without culture but with great native talents, we daily meet with hundreds of cases of uncultured men of mediocre ability who have failed to attain even a respectable position in life. And if the former may be said to have succeeded in spite of their lack of culture, the latter certainly failed because of that deficiency. On the other hand, we can point out, as an offset to the visionary, impractical men of culture, prac-

tical men in tenfold proportion whose native powers were materially assisted for the business of life by the culture of a classical education. Of such a character have been most of the statesmen of modern times. In the long list of England's worthies such has almost universally been the case. Milton, who nobly sustained the strong administration of Cromwell, was the best Latin scholar in England. Pitt, whose able policy rescued England from a most degenerate condition, was not only one of the best classical scholars of whom we know, but kept up his studies through his busy after life. If our opponent complains that we are going back to times which were not as "practical" as our own, we would point out to him Wm. E. Gladstone, known to be a ripe and accomplished scholar, one who has found time in the turmoil of politics to devote himself to Homeric Greek and the antiquities of Old Troy. In our own country the case has not been very different. Necessarily our earlier statesmen had less opportunity for gaining a liberal education, but they acknowledged its advantages, and their successors have usually been college-bred men, and, in many cases, men of fine classical culture.

As far as examples go, they prove, when we take all classes into consideration, that the liberally educated have a vast superiority over the contrary class. And this is seen not only in increased power but also in heightened purpose and enlarged views. It is the distinguishing characteristic of a liberally educated man, that he rises above the narrow and often selfish views of his colleagues to a broad, an exalted and, in the end, a profitable policy. Therefore, though we do not maintain the "paradox" that culture is a necessary test of discrimination, memory and judgment, we do assert that other things being equal the man whose mind has been insensibly moulded by the liberalizing, cultivating influence of a classical course will

evince a much greater advancement in these characteristics and stand a far better chance of success in life than his uncultured brother.

We must, therefore, admit that culture, if we rightly understand the meaning of the term, is the legitimate and principal end of a collegiate education. The question, accordingly, is, as we before asserted, what course best secures this intellectual discipline. Here our critic puts in a plea for the scientific course on the ground that it affords original exercise of the faculties. As we formerly stated, original investigation in science undoubtedly does so, but that any scientific course, which has been hitherto devised or even proposed, accomplishes this, we cannot admit, and it seems exceedingly doubtful if the former method can be ever applied to ordinary education. The exigencies of modern instruction demand class teaching and common labor, facts which are incompatible with any considerable degree of original work, which, of necessity, must be special and personal in its character. It, as our opponent says, we can depend upon others for our knowledge of the ancient classics, it is no less true that in general we must depend upon others for all our scientific knowledge, so that the process of going through such a pseudo-scientific course consists merely in dull memorizing of facts. This is the farthest remove from original exercise of the faculties.

Again in noticing Tyndall's statement our critic proposes to finish the matter by the dictatorial statement that "the value of a refined, emotional nature, compared with learning, we account very small." If he had referred to the original article he would have found that Tyndall certainly did not think so. That author confesses that but for the inspiration of his higher sentiments by the influence of utterly unscientific men, he would never have been the man that he was, never have attained any position in science. It is

this which, he acknowledges, constitutes another and very important advantage of classical studies, that they nourish and support those high sentiments, without which life becomes aimless, or at best selfish and grovelling. As a form of liberal education the classical course thus secures two great advantages, which every proposed substitute has so far failed to secure. It gives, not the special training of a professional school, nor a mere accumulation of knowledge, such as a pedant would desire, but it establishes a broad, liberal basis for every form of future action, and serves to shape and establish those exalted principles which are to form the guide of after life.

THREE MUFFS.

A long sleigh, a full sleigh, all on a winter's night,
Two rivals, one upon her left, the other at her right;
A gay girl, a sly girl, having such a spree,
One feels quite sure she's sweet on him, the other knows
it's he.

A warm muff, a soft muff, beneath the buffalo,
A sweet glance nerves bold Number One to try a "little
go."
And not repulsed at entering, by mutual advances,
To clasp her fur-gloved manual his whole soul soon en-
trances.

"Faint heart fair lady never won," he thinks in silent bliss,
"That fellow may enjoy his fun, as long as I hold this."
Then how he smiled at Number Two, to see him go in
rapture,
While a soft pressure meant, he knew, that only he could
capture.

The fond assurance loosed his tongue, he emphasized by
squeezing,
Such praises ne'er before were sung, nor drew applause so
pleasing.

"Old Number Two is always beat, fine speeches not suf-
ficing,
He shouldn't lay it on so sweet, without a little spicing."

"She's a jolly rogue, to gull him so, I'm glad I'm not in
his place,

If he knew he'd be my mortal foe, he'd quit that ghastly
grimace."

Presently One began to think 'twas time to call the game,
Hinted as much to Number Two, who said he thought
the same.

But when she sought her handkerchief, and found how
 matters lay,
 And clapped both hands up to her face, it all was plain as
 day.
 The beaux unclasped their manly hands, both drew them
 forth full quick.
 They told their other neighbors that riding sideways made
 them sick.

BAZAROF.

Jam moritur. Now he dies,
 With nothing to hope, the nihilist lies;
 And nothing he fears, in honesty plain;
 He dies as he lived, by the guide of his brain.

EDITORIAL.

JUST as we go to press we hear that a State Inter-Collegiate base ball league is talked of. It is a good plan and should be carried out. We suggest that a convention be called at an early date. There are just about enough colleges in the State who, we think, would enter, to make a tournament practicable and exciting. What say our exchanges in the State? Union will enter, we are sure.

PROF. WELLS lectured in the Y. M. C. A. Rooms Tuesday evening, Feb. 11th. The occasion was the reception given to the Sunday School teachers of the city, which was attended by a large concourse of ladies and a small filling-in of gentlemen. The topic was "Sunday Schools in Europe," which was treated for a half hour in his usual fluent and entertaining style. A word in this connection may be *apropos*. The occasion was such that, both from the nature of it and from the character of those present, one was led to suppose that everybody had a feeling of respect for everybody else; at all events for the speaker. But during the first ten minutes of the speech every rule of respect and decent courtesy was disregarded by a certain element present and some demonstra-

tions continued for a longer time. No amount of apology could wholly palliate a deliberate violation of the ordinary rules of courteous treatment. We feel warranted in referring to this because it was a mark of disrespect to a man whom we hold in high regard; because we believe such conduct merits rebuke, and because we, many of us, have been unjustly taunted for the conduct of certain students which we could not help. Yes, when any students are guilty of disorder, let them be rebuked and let the opprobrium rest where it belongs. If the *elite* of the city wish to maintain a refining influence over the students, let them look well to their code. Our position is well defined.

SEVERAL men have already gone into training with a view to entering a four-oared crew in the Inter-collegiate Regatta and, we think, with a good prospect of success. We have material for a good crew and need only to get it into operation. At any rate we are assured of Union's being represented in the races. In case of our being unable to send a crew, McNulty has determined to go into the single. So far as our men are concerned, we understand that the propositions made (see another column) are entirely satisfactory. On the whole, we think these races are being projected on a proper basis and we are willing to encourage participation in them by our men; only if we do anything let us show that we *mean business* and not, like a former Union crew and numerous other college crews, waste in disgraceful dissipation that time and strength which should be used to win a race.

RARELY has any class been more pleased with a subject than are the present Sophomores with Logic. The text book in use (Prof. Jevons') is a model, both as regards the matter, and the manner of presenting it,

and in the hands of Prof. Alexander can not but be interesting and instructive. The importance of this study is being more and more generally appreciated.

It is invaluable to every lawyer, physician or scientist, and in fact, a necessity to every man who wishes a finished education. It is to be hoped that all who are engaged in this study will bear in mind that it is eminently practical, and that its laws are to be rigidly followed by every one who would either reason correctly himself, or discover the fallacies of an opponent.

It is rumored that the Juniors have concocted a most diabolical plot and are only awaiting a favorable opportunity to put it into execution. They have, as it seems, become intensely enthusiastic over their work, under Prof Webster, and have resolved to secure one or more human subjects for dissection. They have organized a band of resurrectionists and have already been reconnoitering Vale Cemetery in search for a suitable subject.

The resurrection mania has become so prevalent lately that we feel it our duty to warn the citizens of Schenectady of the fiendish purposes of these human ghouls. There may be no foundation to the rumor, but it is well known that the Juniors are a reckless lot, and, moreover, are not afraid of ghosts, and in a matter of that kind, too much caution cannot be exerted in guarding the resting place of the departed. Forewarned is forearmed.

It is not to be expected, or desired, that every student should give much time to music while in College, but it is to be expected that a well educated man should be able to talk intelligently about the history and philosophy of an art so closely interwoven with the civilization of all peoples. Dr. Potter has opened a way for such an acquirement

in the musical recitals given each week, on Tuesday evening, at his residence. The short lectures by President Potter are instructive to anybody. Prof. J. Albert Jeffrey, who has charge, is a son of one of England's great composers, and is himself a pupil of Reinecke. As a pianist he is remarkable, said on undoubted authority to be the best in the State outside of New York. These recitals are to continue ten weeks before the Senior class. Any gentleman from the lower classes, who wishes to attend, is cordially invited. We trust there will be a good attendance.

When the present board of directors was elected it was the understanding, although no definite rule was laid down, that a new board should be elected, to enter upon its duties the first of April. According to this our management will cease with the next issue. The CONCORDIENSIS is now in the second year of its existence and should be established on a definite basis. An *early* meeting of the classes should be held to pass concurrent resolutions fixing, for the future, the date and manner of election, and if so decided, to elect a new board. A word with reference to choosing Editors. *Elect your best men.* No man, for a single moment, should permit himself to be influenced by any other consideration than the eminent fitness of the man for whom he is voting, both as regards his ability to write and his willingness to do his duty like a man. If you find a candidate for editorial distinction who, amid all the actions and reactions transpiring in the little world of college students, can think of nothing to write about, or who can't express what few ideas he may form, why, *drop* him, if he be your brother. He has no business in such a position. Remember you are voting in the interests of the paper and the college which it represents. If the CONCORDIENSIS ever fails, we predict it will be owing

to the election of just such men, who lack the wit or spirit sufficient to do anything. There are men here whose abilities are well known, or at least can be safely calculated upon. See that they are elected.

SHOULD a student in college read, and if so what? is a question often raised and one that needs to be as often answered. And as this question of reading is an old one, and one of some importance it should be kept continually before the mind. By all means a student should devote a part of his time to reading. It should however be well timed and always be made a secondary matter. College work has always the first claim on one's time but there is now almost no institution of learning which does not give more or less time for self improvement. Reading is at the same time a pleasure and diversion. It is as much a change as one would experience in coming upon a beautiful landscape after climbing a long and rugged hill.

What shall we read? It makes not so much difference what so long as we do read. Very few have time for an extended course. That must be pursued afterward. If the essayists please, read the essayists. If one takes pleasure in following history, let him read that. If the novelists present a too alluring charm let him be led captive and follow the fortunes of David Copperfield, or wander with Rip Van Winkle among the Catskill fairies. However, let one read as much as he can, and as thoroughly as he can. College work should claim his first attention, a due regard to health should come next and then whatever time may be left, even if it is snatched at irregular intervals, should be devoted to a self-cultivation which is best acquired by reading.

* WE WISH to say a word concerning the short lectures which usually follow the Seniors' recitation in Butler's Analogy. These

have been mostly upon topics of practical interest and it is a matter of regret to the class that they are so brief. Without presuming to dictate, we think the class would be more benefited if a greater part of the hour could be given to these lectures. We have no desire to shirk the regular work, but are anxious to make the last two terms of our course as valuable as may be to us. And after obtaining a general condensed idea of Butler's method of reasoning, the book is of less value than much that may be placed before the men. Even the Doctor acknowledges that the 'English' of it is heavy and in many places obscure. So we hardly need it as a linguistic drill, and we think that the discipline gained from lumbering our memories with page after page of analysis, might be better attained by some other method. The lectures upon "Success in Life" have been of especial interest and value in calling forth the individual thought of the class. It is sincerely to be hoped that this subject, which is of paramount interest to all and especially to young men who are just graduating into earnest, practical life, shall have all the light which thought and experience can reflect upon it. This is but one of the many topics of interest which, we think, can never be more seasonably introduced. Just here it occurs to us that this may be thought a plea for less work by a class already not doing its average study. We think the work of the present term will, when averaged with that of previous ones, not fall so much below the standard. At least not more than that of others has been above usual College work. Most of the men are employing their extra time well. If some are not, the penalty should fall upon them, not on the class as a whole.

WITHOUT entering upon a discussion of our system of instruction by means of text-

books and oral recitations, in the superiority of which we firmly believe, we wish to point out a use that might be made of it, but is generally neglected.

It is an accomplishment of universal importance to be able on any given occasion to make a clear, accurate and fluent statement. Not only is it indispensable to professional men, but in every social relation the man who can put a complicated matter into a few plain words commands an influence convertible into dollars and cents or any other ambition. In commercial transactions the faculty of concise statement is as necessary as in public speaking. Society is hardly endurable to one who embarrasses himself and all his listeners by stumbling and struggling conversation. Who of us cannot sympathize with the poor fellow who cannot divulge his sentiments intelligibly, or put a question without making a mess of it? "That glib and oily art," ridicule it illogically if you choose, is profitable in all things. Now there is nothing better to cultivate ready and precise speaking than this same system of oral recitation on matter prepared from textbooks. A student finds in these as difficult subjects to describe and discuss as he will usually meet in practical experience. If he can handle these skillfully, he will be able to relate ordinary affairs with facility. But very few of us make provident use of this discipline. We are satisfied to get our author's meaning, and trust to express it in some bungling way or other, when called on. This accounts for a large part of our stammering and awkward recitations. It is a good plan in learning almost all subjects to translate the text into one's own expressions, which he intends to use in reciting. It fixes ideas upon the mind, as well as provides for prompt expression. In the languages it is a bad practice to read silently. One may very easily catch the thought of a passage without a single English word. When he at-

tempts to read it aloud, he is at a loss. In preparing a translation one ought to compel himself to frame a definite English sentence, consisting of the exact words that he will employ, not even leaving two or three synonyms undecided. If these habits are diligently pursued, every man on graduating ought to be competent to go through an extended argument with sentences well constructed and smoothly delivered. If this ability is not acquired, it is because we do not try for it. More attention to the manner of recitation would have a gratifying effect upon our college marks and our future usefulness.

IT CAN hardly be called a spirit of self-gratulation which leads us to give honestly the opinion of those outside the students, concerning the present state of the classes as to gentlemanly conduct and habits of study. One who has been connected with the institution nineteen years, not as a member of the Faculty, one who has keen insight into character and who has had a better opportunity for reading the men than almost anyone else (it is unnecessary to give his name), says there is a better class of students in College now than at any previous time during his connection with it. The fact that he is not given to flattery adds still greater weight to this. A Professor from one of the first Eastern Colleges, in making the round of the various class rooms last year, remarked that he had never heard anything but bad of Union; he had found nothing but good.

We naturally look about to find the cause of these words of commendation. The condition of things which the first remark implies is, we feel bound to say, largely due to '81. That spirit which has so long characterized Sophomore classes, originating in a desire for mischief, and, too often, ending in outrage, has been kept from coming to the surface. We feel that it is to be attributed

to a more enlightened sense of reciprocal college duty; and are far from reproaching the class with a lack of what is sometimes called former *spirit*, but is really former *vandalism*. The sneers of upper classmen, men of '81, at your doing nothing worthy the name Sophomore, should be taken as the highest praise. Only hold to the line of conduct you have thus far pursued and with the aid of succeeding classes, you will revolutionize the old system of hazing and needless destruction which simply join us to the barbarities of former times; and shall introduce the idea that men have the character of gentlemen to maintain in College as elsewhere.

If there is a marked increase in general scholarship, and the fact is beyond dispute, we think it largely due to the mutual confidence which exists between instructor and learner. The very trust which a professor places in a student's honest performance of his duty, serves as a sheet-anchor to keep every man, with any sense of honor, up to his work. Of course this isn't the only cause of the advance; but it is one very pleasant factor among those which go to bring it about.

It must not be inferred from the above that the College millenium is at hand. There are exceptions that show that the weeds of a century's growth are not easily rooted out. But if asked "What of the morning," as regards our own institution we say, we see signs of a clear day, when men shall meet and act as men, and professors and students shall be co-workers rather than antagonists.

LOCAL.

—The Senior Class have never had a class supper.

—Alexander Duane is in Albany at present.

—A re-union of the Union Chapter of the Alpha Delta Phi Society was held here on Friday, the 7th inst. Dinner was served at Givens' Hotel.

—The Engineers of '80 are of one mind in regard to the cost of their Analytical Mechanics. They consider \$4.50 an ENORMOUS PRICE to pay.

—Prof. of Astronomy: "How many apparent motions did you say planets have?" Senior: "Three—forward, backward and stationary."

—Prof. Wells was to lecture at Williams College Wednesday evening, January 29th, but was unable to fulfil his engagement on account of indisposition.

—Sophomore trying to improve his German by conversing with the fair "Fraulein" who lives not far from the hill: "Oh, Miss T. won't you please call me 'du'?"

—A freshman hadn't heard of the *Osculatory Act* and thinks it must have been passed recently. Quite *recently*, Fresh., not longer ago than the holidays, we think

—Query by an Engineer of '80: "Is the energy generated when a man suddenly sits upon the ice in front of South College, and drives his back-bone through his skull, potential or kinetic?"

—Union College has *eleven* Representatives in the present Congress at Washington. Six are from New York, one from New Jersey, one from Ohio, one from Pennsylvania, and two from Wisconsin.

—Student translating Faust:

"*Man steht am Fenster, trinkt sein Glaschen ans—*"

"One stood by the window and took his spectacles off—"

—"We had some of the best *milk* in this country," exclaimed a *rusticus tyro* at table the other day. But be charitable in your judgment toward the Fresh., for he is cutting his teeth and the milk that he gets here *isn't* the most nourishing.

—Bad ram upon a big Freshman in South College. Perhaps it isn't so, but Maria says it is.

—"Well, boys, I've bought K—'s boxing gloves?" Soph. W. "Did you buy both pairs?"

—Dr. Lowell is engaged on another book for the same publishers, Robert Brothers, of Boston.

—A Soph. who talks about the "*genius triangle*" and the "*infernal species*" must himself belong to the latter.

—The Sophomores had a class election Thursday, Feb. 13th, or rather they tried to have one.

—"Are you going down to see Mary Anderson?" Senior: "Don't know but I will, she's been walking pretty well, lately."

—F. J. Ballert late Assistant in Chemistry, sailed on Saturday, Feb. 8, for Bremen. He is to take a course of study in Chemistry in several of the German Universities.

—"Oh!" cried the Freshman in the exuberance of his feelings, "you ought to have seen the drill to-day. Lieut. Best divided us all up into *pontoons*, and my *pontoon* got all mixed up."

—The theme for the second Junior Essay for the term is, "Political and Social Effects of Steam Power;" for the Sophomores, "Political, Commercial and Social Effects of Navigable Rivers."

—It would be wise for that large-soled Sophomore to remove the nails from his No. 11's before he again attempts to kick in the door of No. 5. Every one knows who has the biggest feet in College.

—How about that "Glee Club?" A "Fresh" who informed his friends that he was going to the "Glee Club" was shortly afterwards discovered prowling around in Lafayette St. Explain, Fresh.

—One of the most remarkable exceptions which ever occurred to a general rule, is found in the fact that the city people do not

lay the murder of the lady recently killed on Paige Hill "to one of those students."

—"Here she goes and There she goes" is the title of a popular song which was rendered last week, at a social, by one of our reverend Seniors. It met with deserved applause which extended even to the street.

—Our article on the "Schenectady Cop" seems to have become popular down town. After having made its way into a city paper it now turns up in the form of a declamation at Union school and again at a public entertainment.

—Mr. Joseph R. Davis, Tutor of Latin, has been seriously ill with typhoid fever for three or four weeks. At the present writing he is convalescing slowly. We shall be glad to see him well again. His classes have been taken by Dr. Lowell.

—The Nine, or nearly all, are doing tip top work in the gymnasium. We may not know much about base ball, but we do know the plan pursued in all Colleges where base ball is a success, and it is our humble opinion that *every man* on the Nine should train.

—Senior to Fresh.: "Do you see that star which 'Flames in the forehead of our morning sky?' That's Lucifer, you know." Freshie, (thinking he had the Senior.): "No, sir, that wasn't Lucifer, *Young* was the author of that line." Verily, the Fresh. hath knowledge.

—The commencement exercises of the Albany Medical Department were held on Wednesday, Jan. 29th., President Potter presiding. The annual address was delivered to the graduating class by Rev. J. Mc C. Holmes, D. D., of Albany. Diplomas were awarded to forty-three of the graduating class.

—The subjects for the prize essays for the coming commencement are announced as follows: For the Ingham Prize Essay, "Whittier's Qualities and Influence as a Poet," and "Causes Indicating the English

as the Future International Language of the World." For the Clark Prize Essay, "The Literary Value of Dickens' Works," and "The Moral Obligations of the Public Press."

—A Freshman asserts as his honest opinion that Juniors are by far the most desirable men with which to stock a college. Sophomores he thinks should yet be under the paternal eye, but just where the poor Fresh himself could come in is doubtful. Possibly he is to be considered as not yet having made his appearance in public.

—Prof. Wells recently published a twenty-seven page biographical sketch of the late Dr. Tayler Lewis in the Methodist Quarterly Review. It is ably written and is a beautiful tribute from one who was closely associated with Dr. Lewis during the last years of his life. It contains many interesting reminiscences not before made public.

—Scene in Mental Philosophy at Classical Institute: Teacher: "Now Miss, you have heard the different opinions of Miss—and Miss—on this subject, with which do you agree?" Miss—, (who was never known to express an opinion on Metaphysics,) replies softly: "With Miss Katy's." Teacher: "What was Miss Katy's opinion?" "I don't know," was the sweet response.

—One thing for which the students who room in S. S. N. College ought to be thankful but which does not call out much of that commodity is the weather-vane on the Laboratory. Its creakings are far from being melodious and are not conducive to attentive study. Would it be too much to ask our faculty to attend in a body the funeral of this ancient landmark, and that speedily?

—Inasmuch as the Captain of the U. C. B. B. C., and another distinguished member of the Senior class were born on the 21st, day of February, the Faculty unanimously decreed a general "bolt" last Friday. To be sure, George Washington was a very good sort of a man, in *his* way, but then,

Colleges have honored his birth-day for three generations, and as the 22nd came on Saturday, it was fit that the honors should be divided *this* year. The patriotism of the Faculty is to be commended.

—Scene at dinner table. First Fresh: "Say! was there any lesson consigned in Latin prose for to-morrow?" A general laugh arises at the use of the word "consigned," when the Fresh adds: "Ha! that a'int half as bad as what Freshman C—l said; he asked, 'What maxim it was which said that two things equal to the same thing were equal to each other.'"

Freshman C—l: "I never said no such thing."

Verily, Fresh., thy bulls do multiply.

—The following was the programme of the first Musical Recital given by Prof. J. Albert Jeffrey at Dr. Potter's residence, Tuesday evening, Feb. 11th:

1. *Larghetto*—Second movement from the Concerto, in F minor, ————— *Henselt.*
2. Instruction. (Brief historical lecture on Music by Dr. Potter. Melody and Harmony.)
3. Chorus—*Integer Vita.*
4. Instruction. (Practical.)
5. Finale { *a. Gavotte,* ————— *Silas,*
 b. Ballade, ————— *Reinecke.*

Hereafter the chorus and practical instruction will be arranged last in the programme so that those who do not care to sing may retire.

—Those who were fortunate enough to receive an invitation to attend the Parlor Concert and Readings at Mrs. Nott's on the 6th inst. were fortunate indeed. Mrs. Benedict's singing, Professor L'Amoureux's reading, Lieut Best's admirable playing on the violin and Mr. Pierson's zither, all combined to make the affair a delightful one to those present. Mrs. President Potter presided at the piano with her well-known grace and skill.

—The spirit of destruction was abroad the other evening. The door to Dr. Lowell's room stood another battering. It stood, too; but the window was weaker. The result

was that Colonel had to hunt up the chair and another bench. Both of which he had in their proper places long before anyone was around to enjoy the scene of havoc. Now, boys, do you get a full measure of fun out of a proceeding like that? Bear in mind nobody sees it except the Colonel. He's around every time before you are out to inspect. It just makes extra work for him and if you'll stop and think you'll agree with us that it isn't the fair thing to do.

—Since Mr. Shead is not expected to return, it was necessary to find some one to take his place as Historian of '81, so they tried hard to do it. Candidates were not wanting, in fact a shot gun fired into the Sophomore seats at chapel would have been certain to riddle at least one would-be Historian. However, they gradually fell out, until the choice was between Messrs. Lyon, Cameron and Watkins. Eight regular ballots were cast without result. We give the first and last: First—Lyon, 14; Cameron, 12; Watkins, 12; Devlin, 5. Last—Lyon, 16; Cameron, 14; Watkins, 11. There will be another meeting soon to complete the election.

—Prof. Staley exhibited to the Gillespie Club, on the 14th inst., part of his collection of stereoscopic views which represented about 250 of the principal churches, architectural structures and engineering operations in all parts of the world. The pleasing way in which the Prof. lectures made the entertainment more than interesting—instructive and delightful to the club and a large number of invited guests. It should be remarked that the Professor possesses probably the rarest and most extensive collection of views of any one in this line. He has also a pair of superior lanterns. His personal knowledge of places and his practical ideas make him a welcome lecturer and exhibitor.

—“Total Abstinence; for the sake of ourselves and others. By Rev. Canon Farrar,

D. D., F. R. S. A lecture delivered in the hall of King's College, Cambridge, Nov. 19 1877 ”

The pamphlet containing this lecture should not be confounded with ordinary tracts. The author's name and the place of its deliverance are sufficient guarantee of its excellence. The book contains twenty-five pages of exceedingly pertinent matter and merits a reading by all who are at all interested in temperance. Through the kindness of Dr. Potter a number of copies of this pamphlet have been placed in the hands of the editors for gratuitous distribution to those who care to read them. They may be had on application.

—“Discourses Commemorative of Professor Tayler Lewis, LL. D., L. H. D., and of Professor Isaac W. Jackson, LL. D., delivered at the Commencements of 1877 and 1878, respectively, by Eliphalet Nott Potter, D. D., LL. D., President of Union University.” Such is the title of a handsomely printed volume of eighty-five pages, recently issued. Every student should preserve one of these. They can be had on application to Prof. L'Amoroux. It is a pity that some of the other eloquent tributes to Doctors Lewis and Jackson could not have been embodied in the same issue; for instance, the admirable address of Prof. Alexander at the funeral of Doctor Lewis. A complete list of the Books, Addresses, Articles and Reviews of Dr. Lewis are appended by Prof. L'Amoroux.

—Dr. Wells sees much of national character in the various forms of salutation. Knowing as he does the different peoples his conclusions are amusing and valuable. We begin at home. The American says “How do you *do*?” He is always busy, doing something; and is likewise interested in what you have to do. The Frenchman, light and airy, says “*Comment vous portez vous?*” “How do you *carry* yourself?” He is always carrying his dapper person from pillar to post.

Next the phlegmatic German says "*Wie befinden sic sich?*" "How do you find yourself?" With his pipe and lager he cares little about *doing* or *carrying* but is satisfied with sleepily *finding* himself. Finally the dignified Italian with the pose of a Cicero loftily says "*Come state?*" "How do you stand?" We wish the Dr. had carried this farther and told us how a Comanche war-whoop corresponds with the ruling principle in savage life.

—The first entertainment for the benefit of the Base Ball Association, given Thursday evening, Feb. 14th, resulted quite successfully. The services of Rev. Mr. Alexander and his friend, Prof. Wentworth, of Boston, who so kindly consented to read for us, were appreciated both by the Association and all who heard them. Their several selections were received with evident enjoyment, which once or twice became enthusiasm. Professor Wentworth proved his ability as an elocutionist by the variety of pieces that he admirably rendered, and Mr. Alexander, although reading but little, won his listeners' warmest interest by the depth and purity of feeling which he could not help manifesting, and which has gained him so many friends. The Freshman Glee Club deserves encouragement, but its singing can be greatly improved by diligent practice. Notwithstanding the desperate efforts of the energetic managers, a quartette could not be found in College to fill the advertisement—a truly desperate state of affairs.

—On the Day of Prayer for Colleges all regular College duties were suspended, and the day was observed by services in the Chapel, preceded by a half hour prayer meeting in Number Four. The sermon was delivered by Rev. Mr. Yeisley, of Hudson, who chose as his topic, "*Faith*, without which it is impossible to please God." He addressed the students as though he had once been one among them; his words were spoken in clear and earnest tones, and came from a true and

honest heart, wholly in sympathy with his hearers. He showed the necessities and advantages to all educated men of a life of faith, and closed with the hope that the Eternal Father would work out in each heart that faith which alone is an everlasting surety. An afternoon prayer meeting was held in the First Presbyterian Chapel, conducted by the pastor. The warm Christian sympathy there shown rendered the meeting a very delightful one. With this closed the services of the day, and it is hoped its influences will abide in the hearts of all who came under them, as well as extend to others.

INTER-COLLEGIATE.

The annual convention of the Inter-Collegiate Athletic Association will be held about the 15th of March, at the Fifth Avenue Hotel in New York. The exact day of meeting will be announced soon by Vice-President W. J. McNulty. In the meantime will our exchanges please give this matter their attention and endeavor to excite an interest in sending delegates from all the colleges? We hope to see a large and enthusiastic convention.

BOATING.

Mr. Heatly has received a communication from Mr. H. W. Garfield, of Albany, stating some decisions which have been made relative to the Inter-collegiate Regatta next Summer. The races are to be rowed in early July in singles, fours, and eights. The exact date and place (which is likely to be the Passaic River at Newark or Saratoga Lake,) will be named at an early day. Only undergraduates can participate. With regard to who undergraduates are, he says the following definition has been proposed:

"To include all students who are candidates for the first or bachelor's degree in Arts, Science, Philosophy, Literature or Engineering, and to exclude all who are candidates for a degree in Law, or Medicine, or Theology,

or for any higher degree, or who are pursuing special courses of study not leading to a degree of any sort.

"No undergraduate of a given College will be declared ineligible because he may have previously taken a degree at some other college."

BOOK NOTICE.

["On the Annelida Chætopoda of the Virginian Coast." By H. E. Webster.]

It was characteristic of the author not to subscribe himself as Professor of Natural History at Union College.

It is the custom of some institutions to make a flourish of trumpets about summer schools of zoology which, for some reason or other, never attain to reality. Now while we agree with the Professor in not desiring to make any undue parade, yet we think Union College should have credit for having for several years sent out zoological expeditions each Summer, which have not only benefited greatly the students who joined them but have also led to the production of a work beneficial to the cause of science. These expeditions have extended along the Atlantic coast from Main to the Florida Keys. The above-named work is the result of collections made in the Summer months of '74 and '76, on the eastern coast of Virginia. Of course we are incompetent to offer any criticism on a purely scientific work of this kind. We understand it to embrace a subject little investigated heretofore. The book is neat, handsomely printed, containing a fine set of plates of the Professor's own drawing which shows he can use his hand skilfully as well as his brain. He expresses thanks to Dr. Featherstonhaugh (College Physician,) and Mr. Thomas McKechnie, of Newark, for "valuable assistance in collecting, digging and dredging with patience and even with cheerfulness, which was all the more wonderful as they were not sustained by any deep affection for worms, crabs, mollusks, etc.

He will soon publish another book on the "Annelida Chætopoda of New Jersey." It

is published under the auspices of the Albany Institute.

EXCHANGES.

—It is our intention to depart from the usual mode of conducting this department and to substitute in the stead of reviews of our exchanges, short poems clipped from their pages, not as samples of their literary merit, but as showing the light element of their contents.

—The first is of interest to us as relating to coasting, which is just now all the rage in this city:

"It was a famous oaken sled
That down the hill did glide,
For a Freshman brave that night
Would give the maiden a ride.
A Senior shouted as down they went,
I've had many a tumble and pitch—
'I say, Freshman, dig in your heels,
Or you'll tumble her into the ditch.'
Swifter and faster flew the sled,
The Senior gazed with fear,
The snow flew up in the maiden's face,
And she thought of the corner near.
And fast through the darkness thick and drear,
Through the whirling sleet and snow,
Like an arrow flew the fated sled
Toward the ditch of Martin's Woe.
'O, Freshman, I fear we are going wrong,
What is the matter, pray?'
The freshman answered never a word,
Straight into the ditch pitched they.
This was the end of the Freshman's ride
In the darkness and the snow;
May we all be saved from a wreck like that
In the ditch of Martin's Woe!"

"Quod erat bustum
Bigi guui
* * * * *
In mean roomam
Tutor Axtelis
Trottans comebat.
Scarebat et Madebatur,
Poeta Nascetur, not fit."

—Hamilton Lit.

—The next is from the *Acta Columbiana* and though numerous exchanges dispute its legitimacy, we produce it entire:

He was a Senior, grave and staid;
She was a guileless Vassar maid.
Brown were her eyes, and passing fair
The sunlight played on her golden hair.
Now thus spoke he, in accents low,
Designing chaff to pass her:

HE.

"Ya-as, pretty place but awful slow;
So little going on, you know;
And girls, of course, can never row
Up there, you know at Vassar!"
A blush suffused her neck so white,
To gaze whereon an anchorite
His very soul would barter,—

SHE.

"Why, how you talk! It may be *slow*,
But please don't say we never row,
For we have at Vassar—don't you know—
Each morning, a re-garter!"

The Senior fled with a wild, weird shriek.
As the blush died out on the maiden's cheek;
But she still smiled on, while passing fair
The sunlight played on her golden hair.

—The following from the *Southern Collegian* reminds one of Florence in the "Mighty Dollar":

A BAD CASE STATED.

A gentle Miss, once seized with chill,
Was feeling most infernal ill,
When came an Md. for to know
If N. Y. service he could do.
"O," cried the maid (for scared was she),
"Do you intend to murder Me?"
"La.," said the Doctor, "I Kans. save
You from a most untimely grave,
If you will let me Conn. your case
And hang this liver pad in place."
"Am Ia. fool?" the patient cried.
"I can not Del.," the brute replied;
"But no one can be long time Ill.
Who Tex. a patent blue Mass. pill."
"Ark.!" shrieked the girl; "I'll hear no Mo.;
Your nostrums are N. J.—No go?"

PERSONAL.

'20. Geo. A. Starkweather, of Cooperstown, N. Y., died Oct. 13th, 1878.

'25. Rev. Thomas Lape, of Athens, N. Y., died January 2nd, 1879.

'27. Rev. John H. Pitcher died at Uper Redhook, N. Y., January 11th, 1879, in the 74th, year of his age.

'31. Rev. Wm. Mack, D. D., President of Jackson College, Del., died in January, 1879.

'42. Rev. H. H. Brinsmade died in Newark, N. J., January 18th, 1879, aged 80 years.

'53. Hon. John F. Hartranft, recently the upright and efficient Governor of Pennsylvania, has been appointed Major-General of the State Guard. It is not discreditable to him that he left the gubernatorial chair a comparatively poor man. He has also been appointed Postmaster of the city of Philadelphia and, although his abilities fit him for a higher position and many of his friends are indignant at this appointment, yet he has accepted it unhesitatingly, thereby showing, to his credit, that he considers no honest labor dishonorable or detrimental to personal dignity.

'61. Hon. Charles E. Smith, the accomplished editor of the Albany Evening Journal, has been chosen by the Legislature as Regent of the University of the State of New York. Mr. Smith is qualified for the place. He is young and active and will add vigor to an organization hitherto so deficient in vitality. For his age he probably has no peer as a journalist in the land.

'61. Rev. R. C. Houghton, President of McKendree College, Lebanon, Ill., died recently.

'63. Rev. Chas. M. Hewes died recently in Paterson, New Jersey.

'74. Rev. Joseph H. Wright, of Davenport, Delaware Co., visited here a few days ago. He is about to take the pastorate of a church in Philadelphia.

'76. F. B. Streeter has just graduated from the Albany Medical College.

EXTRANEAE.

—Editing a paper is like carrying an umbrella on a rainy day. Everybody thinks he could manage it better than the one who has hold of the handle.—*Ex.*

—A Vassar girl's oath: "Buy Gum." —*Puck*,

—"Phonograph is feminine gender, because it talks back."—*Ex.*

—We make room this week to insert a few of the opinions other papers have of us:


"THE CONCORDIENSIS is one of our new friends. It is a local paper, with a brief literary department. The editorials are short, sensible and to the point. The Board of Editors consists of three Seniors, three Juniors, and two Sophomores, wherein THE CONCORDIENSIS differs from most of our exchanges. It seems to be a good representative of the College."—*Targum*.

"We heartily congratulate Union College on being represented by so well-ordered a publication as THE CONCORDIENSIS. This paper consults the true object of the College publications in making the literary department short. We were interested in the editorial notes; think their discussion of the College studies is of practical value. The editors get indignant and eloquent over 'red-headed police.' We appreciate their indignation, if not their eloquence."—*Ex*.

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